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ABSTRACT

A program was developed for six kindergarten students identified as at risk because of developmental delays. The program involved an hour of instruction after the regular school day, 2 days a weeks for a 10-week period, with a curriculum focusing on visual, auditory, and motor development. Specific skill areas included visual motor coordination, auditory discrimination, gross motor coordination, perceptual constancy, auditory memory, laterality-directionality, visual discrimination, ocular-motor coordination, position in space, auditory sequence, visual sequence, and fine motor coordination. A pre/post-test indicated the effectiveness of the program. A survey of parents also resulted in positive feedback concerning the program. Appendices contain a teacher observation form, a letter to parents, and a parent evaluation form. (10 references) (JDD)

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IDENTIFYING AND REMEDIATING THE DEVELOPMENTAL DELAYS OF KINDERGARTEN AT RISK STUDENTS THROUGH AN EXTENDED DAY PROGRAM

by

Kathleen M. Weber

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.
The abstract of this report may be placed in a National Database System for reference.

July/1991

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Kathleen M. Weber

ABSTRACT

Identifying and Remediating the Developmental Delays of Kindergarten at Risk Students Through an Extended Day Program.
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Descriptors: Kindergarten/ Screening tests/ Reading Readiness Tests/ Developmental Disabilities/ Multi-sensory Learning/ Verbal Learning/ Aural Learning/ Motor Development/ Parent involvement in Education/

The Author described the development and implementation of a program designed for use with six Kindergarten students identified as at-risk because of developmental delays. The students were initially identified through teacher observation and further evaluated by using the Metropolitan Readiness Test as a pretest. The target group of students received an hour of instruction after the regular school day. A curriculum was developed to deal with the developmental delays in the areas of visual auditory and motor development. After the implementation of the program the children were administered the Metropolitan Readiness Test as a posttest. The results indicated increased levels of performance in the auditory, visual and motor development areas. Parent involvement was another aspect of this practicum. The indications on the parent survey following the implementation resulted in positive feedback. Appendices include a teacherobservation assessment/parent letter/parent survey.

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CHAPTER I

Purpose

Background

This study was conducted in a large school district in a major metropolitan area. Approximately 25,550 students are enrolled in this district's 20 elementary, four middle, and four high schools.

The author of this practicum teaches kindergarten in one of the elementary schools. The school has an enrollment of 813 students from middle to upper-middle income backgrounds.

The kindergarten staff is made up of two certified teachers and one classified teacher's aide. Each teacher at the kindergarten level has an A.M. and P.M. session. Each session meets for 2 1/2 hours per day with an average class size of 25 students.

The kindergarten aide is shared between the two classrooms for a total of 18 hours a week. The aide is paid by state monies for children-at-risk in kindergarten through third grade. The aide's

role is that of instructional aide to assist those children identified to be "at-risk ".

The Arizona legislature has mandated that all school districts in the state provide special academic assistance for at risk pupils in kindergarten through grade three programs. This Arizona statute (ARS 15-715) required all elementary and unified districts to:

1. Develop a plan for special academic assistance for pupils in kindergarten through grade three. The plan must include:

A. Identification procedures for pupils needing assistance.

B. Special services for academic assistance.

C. Ways of involving parents, and

D. Evaluation procedures to measure pupil progress.

2. Require teachers to review the pupil's academic progress in each reporting period and notify parents of the child's progress.

3. Prepare an annual report which:

A. Describes the district's special academic assistance program, and,

B. Reports the monies spent on the program.

Each school district has an administrator to develop and monitor the programs in the particular district. This person is referred to as the kindergarten through third grade coordinator (K-3 Coordinator). The K-3 coordinator is responsible for developing and overseeing a plan for special academic assistance for pupils in kindergarten through third grades who have been identified as at-risk. Each school in the district develops a plan that fits the needs of the at-risk students at their individual school.

Problem Statement

Since the establishment of the Kindergarten through Third Grade Program (K-3 Program), five years ago, the at-risk students have been identified and serviced in varied ways through out the school district. In the school where this study is being conducted the kindergarten at-risk students have been identified by teacher judgment based on observation,informal tests, writing samples and parent feedback. The identified students are then serviced by the half time teacher's aide.

The students work with the aide on a pull out basis , causing time away from the regular classroom activity. The student's progress is communicated to the teacher verbally and through written records. The classroom teacher is not given the opportunity to work directly with the students and judge with professional standards as to whether or not the program developed for the students is achieving the desired outcome.

In order to prevent failure during the primary years of school it is important to recognize developmental delays while the students are in

kindergarten. Early evaluation, planning and remediation can minimize some of the learning disorders at the primary grade level. It has been this writer's experience that the testing or screening of the kindergarten student has not been a high priority objective in this school district. As a result there is no systematic way of identifying the at-risk-student in kindergarten. A tool to recognize the developmental delays needs to be established.

After the students have been identified, the cause of their problem needs to be treated rather than the symptoms of the problem. At this time the aide is working with the identified children dealing directly with their inability to preform certain skills. It is this author's understanding that it would be more beneficial to deal with developmental delays through a multisensory approach to learning thus alleviating the frustration and poor achievement that lead to failure.

The existing program is done on a pull out basis. The aide works with the student during the 2 1/2 hour session causing the student to be away

from the regular class activity. Conducting the remediation process during class time also makes it impossible for the teacher to be directly involved in the process. It would be more beneficial to conduct the remediation during an extended day session allowing the teacher to be directly involved in the remediation process. This would also permit the student to remain involved in class activities during the regular school session and receive additional instruction rather than substituting remediation for regular classroom instruction and activity.

Parents are not involved in the identification or the remediation process. Many times they are not even aware that their student is receiving extra assistance or that their child has been identified as "at-risk". It is a state mandate that the parents be involved in the K-3 Program. Because the parents know the child best they can be of great assistance in helping to identify the at-risk student. They can also be of great assistance in determining the success of the remediation program as it concerns their child.

Outcome Objectives

The author of this practicum was committed to identifying and remediating the developmental delays of kindergarten at-risk students through an extended day program, allowing them to receive the benefits of additional formal instruction in a small group setting. In order to accomplish this objective the following had to be addressed. During the first semester of the school year, the at-risk students were identified through teacher judgement based on: observation, informal tests, and information from parents and support staff. The students in this target group were further assessed by means of the Metropolitan Readiness Test (MRT). The MRT was used to determine the area of developmental delay and assess the developmental strengths and weaknesses of the at-risk students.

Over a period of ten weeks the children participated in an after school program designed to strengthen the areas(s) of weakness as determined by the MRT. The author of this practicum developed and taught a program to deal with at-risk students at their preoperational level. It addressed

auditory, visual and motor development through concrete materials and experiences. At the end of the ten week extended day program the children were reassessed using the MRT as a posttest. Stanine scores were used to compare the students' performance before and after the implementation of the practicum. It was expected that students who had a 90 percent attendance rate or better would gain two stanines on the posttest.

Over a period of ten weeks the parents of the targeted students received sufficient communication concerning the kindergarten extended day program as measured by a survey form distributed to the parents at the end of the implementation of the practicum. Eighty percent of the parents should indicate approval of the communication efforts.

CHAPTER II

Research and Solution Strategy

Research

The years from four through six are critical in the intellectual visual-motor, psycholinguistic, and personality development of the child. According to Copeland (1990), "Approximately 27 percent of the preschool population has been described as "at risk" for developmental disabilities. For preventive reasons, it is important to recognize developmental delays in children between the ages of three and six - or even earlier. Careful evaluation, planning, and remediation can preclude or minimize, as much as possible, learning, attention, and behavior disorders at the elementary school level. Relatively individualized programs for all children can be established to capitalize upon their assets."

According to Charlesworth (1989), it appears that more and more children are at risk for kindergarten failure. Through the 70s, for the majority of young children, kindergarten retained its focus on developing school readiness through

socialization experiences and learning through play. Readiness for elementary education was defined in terms of attitude and motivation rather than specific academic achievements. During the 80s, there has been a trend toward identifying high-risk children who may not be ready for kindergarten. Rather than serving a readiness function in the sense of socializing children for future schooling, kindergarten has become an experience for which children need to be ready when they arrive. For whatever reason, many children today are not meeting initial educational expectations, and early childhood educators are faced with using one of the available options for preventing kindergarten failure. The four most currently used options are: 1. providing more prekindergarten programs, 2. adopting a later school entrance age, 3. moving to a developmental placement system and 4. going to a continuous-progress plan. Each of the above methods offers a procedure for eliminating kindergarten failure; however, potential pitfalls are associated with each.

A study done in the Ohio County Schools by Jones, Pollick, and Marockie,(1989), was designed to explore whether students attending a half-day kindergarten who were identified as being at high-risk for academic failure and who were provided with full-day kindergarten services would have significantly higher achievement than would equally high-risk students not placed in a full-day program. It was found that no special remedial activities were necessary in the intervention program;, the curriculum provided the high-risk students in the afternoon was a repetition of the morning session. It appeared the application of more time to attain the same learning out comes as other students was in itself a treatment. The results of this study suggests that the all-day, every-day kindergarten program can serve as an effective method of intervention to prevent a failure pattern before it develops.

An Observational study of kindergarten instruction in three school districts by Meyer (1985), contrasts the use of time in districts that have half-day and full-day programs, Meyer showed that the actual amount of time on academic matters

was not all that different in the full -and half-day programs observed. The total minutes allocated to instruction in the half-day classes (150-minute sessions) was 78 minutes, whereas in the full-day classes (330 minutes) the total instructional time allocated was 103 minutes. In general, the students in the full-day programs have more total minutes allocated to instruction, but some teachers in the half-day schedule actually exceeded the allocated time of some teachers in the full-day schedule. It i is possible to have effective half-day programs and thus save the considerable expense in expanding the kindergarten.

Not having the option of offering a full-day, every-day kindergarten program, the author of this practicum met with and observed the director of Prevention of Early School Failure (PESF) in a neighboring school district. This program offered extensive screening and readiness testing before entrance to the kindergarten program. If the child was found to be at risk, an extended day program was prescribed. The children in need of the extended day program were placed in the P.M. session of kindergarten program. This session

functioned as a regular kindergarten but an extra hour was added to the day to address the needs of the at risk student. The director of this program felt the additional hour was the most efficient and economical way to provide an extended day program. This hour was a highly concentrated time, spent on remediating the necessary areas. There was no need to provide rest, recess or special area time that would need to be provided in an all-day kindergarten program.

The testing done in the PESF Program was quite extensive and it was used to classify children. According to Meisels (1989), "The use of readiness tests to classify, promote, and retain children is inappropriate and costly." Meisels refers to this type of testing as "High - Stakes Testing". He states that, "There are presently no readiness or achievement tests sufficiently accurate to serve the high-stakes functions they are being asked to perform. Rather, we are witnessing a major misuse of test in the early childhood years. Consequently, a number of national organizations have adopted the maxim that tests should be used only for their intended purposes to obtain the best and most

appropriate services for the greatest number of children".

In a study done by Glickman and Pellegrini(1989), they found that " Childhood behavior plays a significant role in correctly determining first-grade readiness and in order to adequately assess children's competence, we need to know as much as we can about them as unique developmental beings." Shepard and Smith (1988)see readiness testing being used as an alternative practice intended to remove unready children with greater precision than by arbitrary age cutoffs. Various measures of developmental behaviors or pre-academic skills are currently in use to identify children who are "developmentally young" and thus unready for the rigors of the school curriculum. "The Metropolitan was never intended to be used for special placement decisions. Rather, it was designed to guide instructional planning in regular classrooms, and it has acceptable validity for this purpose."

The position statement of the National Association for the Education of Young Children (1988) states, "Each child is viewed as a unique

person with an individual pattern and timing of growth. Curriculum and instruction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design curriculum." From the traditional early childhood developmental view, the solution appears to be match the curriculum to the children. Unfortunately, according to Bredekamp, (1987) it is currently more popular to fit the children to the curriculum. With large classes and increasing administrative paper work responsibilities, teachers find it difficult to treat a broad range of children individually, especially when many are behind the levels expected by state and local standards. Rather than developing more flexible standards, school systems have sought methods that will ensure that children enter kindergarten capable of reaching required objectives prerequisite to success in today's first grade."

Solution Strategy

Through interviews with early childhood professionals, the study of the research, and evaluation of the past kindergarten at-risk program, this researcher implemented a kindergarten at-risk program relevant to the needs of the students, teachers, parents, and school district officials. The research findings were utilized by this author to formulate a program that has proven educational value.

The author identified the students who are at risk because of developmental delays. The teacher, support staff, and parents were asked for input. After the students had been identified the Metropolitan Readiness Test was administered for the purpose of guiding instructional planning by indicating the areas that were in need of remediation.

After the students were identified and the MRT was administered, the extended day class was set up. Scheduling problems arose for various reasons. The author was dealing with morning and afternoon sessions and this program was designed to be held at the end of the day. It would have been

more convenient to use only the students from the afternoon session. However, there were students in the morning session who would benefit from this extended day program, and the parents were willing to bring the children back to school in the afternoon to participate in the program.

Communication to the parents of the at-risk students had to be improved. The initial contact with parents concerning this program was done through a parent-teacher conference. When the testing was completed the parents were contacted by letter to confirm the time and dates of the extended day class. When classes commenced the parents were given an overview of the material covered and suggestions for working with their child at home. At the end of the ten week session, the parents were asked to complete a survey indicating their degree of satisfaction with the program.

The program was designed to use developmentally appropriate practices to remediate delays in the areas of visual, auditory, and motor development. An extended day program was offered last year at another school in a neighboring school

district. An interview with the director of this program revealed that an extended day program held for one hour after school was a most economical and practical way to deal with the at-risk kindergarten child. This was the strategy that was used by this researcher.

This researcher met with the reading specialist, speech pathologist, and K-3 director to review materials available for use in this extended day class. The students were exposed to materials to fit the preoperational child's learning style. The researcher prepared lesson plans and teaching ideas designed to be used in future kindergarten at-risk programs.

The target group consisted of six at-risk students. This number was based on 29% of the afternoon session. These students were pretested utilizing a readiness test. At the end of the ten week session, the students were posttested using the same evaluation tool. This researcher also observed these students to determine if growth was evidenced in the regular classroom.

CHAPTER III

Methodology

A primary goal of this author was to develop and teach a program to deal with at-risk students at their preoperational level. The program was designed to address the auditory,visual and motor development through concrete materials and experiences.

During the first semester of the kindergarten year the author of this practicum observed the students closely. Using teacher judgement, teacher observation form (Appendix A), work samples and input from support staff and parents, the author identified the students that would benefit from the practicum program. These were students who exhibited potential, but their performance level was low.

While researching the area of identification of kindergarten at-risk students, the writer became aware of the importance of using readiness test results to obtain the best and most appropriate services for the children involved. On the basis of this information, the readiness test used was the

Metropolitan Readiness Test, Level 2. The writer of this practicum concentrated on the auditory and visual areas of this testing instrument. The test was administered as a pretest before the implementation of the practicum program and again at the end of the implementation as a posttest.

Research had also indicated that 27 percent of preschool children were described "at-risk" for developmental delays, the author used this figure on the basis of the standard kindergarten classroom size of 25 and came to the figure of 6.75. With this number in mind, the author carefully scanned the candidates and came up with six students who would benefit most from the type of program being offered.

Since this author is the teacher of a morning and afternoon session of kindergarten it was the intent for the sake of convenience to pull students from the afternoon session. As it worked out there was only one student from the afternoon session who fit the description of the student who would benefit from the extended day program. The parents of the morning students were very cooperative and worked around the scheduling problem. The program

began with five morning students and one afternoon student.

The parents of the six children targeted for this program were notified. A conference was set up with each of the parents. During the conference, the program was described to the parents and following the conference a letter (Appendix B) was sent to them telling them when and where the classes would meet. The class would meet two times a week for one hour each time. This would continue for a ten week period.

The author's own classroom was used for this program. This enabled the teacher to use the educational equipment available in the classroom, plus the equipment for motor development was able to be recquisitioned from the physical education department.

During the ten week extended day class the researcher worked with the developmental delays in the areas of auditory, visual and motor development as indicated on the MRT, administered as a pretest. The test results were used to determine which students were in need of more auditory skill development and visual skill development. The test

results were also used to plan instructional objectives. The lessons were developed on a weekly basis to meet the needs of the students.

Each class period of one hour was divided into three sections of twenty minutes. The first twenty minutes was devoted to visual skills, the second to auditory skills and the third to motor development. The auditory skill objectives included auditory memory,auditory discrimination, and auditory-visual integration. The visual skill objectives included visual discrimination, visual recognition and naming, visual memory and visual-motor coordination. The motor skill objectives included fine and gross motor skills. The lesson plans for each week were recorded for the purpose of revising for use with other groups in future years. The following is a brief out line of the objectives and activities.

Weeks 1 and 2

VISUAL MOTOR COORDINATION SKILLS

Objectives:

Child is able to trace a geometric form.

Child is able to draw a line to a dot.

Child is able to reproduce a shape.

Activities:

Drawing and copying forms

Individual Bingo

Tracing with copy paper

Dot-to-dot

AUDITORY DISCRIMINATION

Objectives:

Child is able to identify various sounds.

Child is able to identify likenesses and differences in tones and pitch of sounds.

Activities:

Loud and soft sounds

Walking and listening

Imitation

Name the sound

GROSS MOTOR COORDINATION

Objectives:

To maintain a one foot stand, arms folded with eyes closed for a period of fifteen seconds.

From a prone position, with arms overhead, child can roll from back to stomach.

With eyes fixed on target, child is able to crawl in a homolatral and a cross lateral pattern.

Weeks 3 and 4

PERCEPTUAL CONSTANCY (visual)

Objectives:

Child is able to differentiate between geometric forms.

Child is able to differentiate various sizes of an object.

Child is able to recognize letter forms and words in various textures, shapes,sizes, and positions.

Activities:

Finding the same size

Finding different sizes

Sorting according to size

Size discrimination

Finding what is different

AUDITORY MEMORY

Objectives:

Child is able to reproduce auditory patterns.

Child is able to repeat numbers, letters, and words.

Activities:

Rap-A-Tap-Tap

I'm Flying to a Star

Remember your lines

The Falling Bridge

LATERALITY-DIRECTIONALITY

Objectives:

The child is able to identify all left parts of his body.

The child is able to identify all right parts of his body.

The child is able to execute directional movement upon verbal command.

Activities:

Angels in the Snow (game involving movement)

Floor exercises

Stepping Stones

Walking a beam (forward, backward, sideways)

Weeks 5 and 6

VISUAL DISCRIMINATION

Objectivities:

Child is able to perceive likenesses and differences between objects, pictures, geometric forms, letters, and words.

Activities:

Introducing concepts of alike and different

Concept of size

Visual discrimination using the flannel board

Fish game

Finding toys and food

Bells

AUDITORY MEMORY (continued)

Objectives:

Child is able to respond correctly to auditory commands.

Child is able to recall rules of a game.

Child is able to recall pertinent facts gained from listening to a story.

Activities:

Chalkboard game

Mark the picture

Do as I say

Answer the Question

Once upon a time

Picture talks

OCULAR-MOTOR COORDINATION

Objectives:

The child will be able to track and follow objects and symbols with coordinated eye movements.

Activities:

Suspendable Ball

Using Parts of the Body (to hit the ball)

Control Bat (colored lines on bat to determine where to hit the ball)

Weeks 7 and 8

POSITION IN SPACE

Objectives:

Child is able to perceive body-objects relationships.

Child is able to perceive abstract object relationships.

Child is able to perceive directionality.

Activities:

Awareness of Parts of the Body

Directional Body Movements

Drawing Human Figures

Finish My Picture

Completing geometric forms

Bean Bag Toss

AUDITORY SEQUENCE

Objectives:

Child is able to duplicate rhythmic pattern.

Child is able to repeat series of words,numbers and letters.

Activities:

Bongo Drum Rhythm

Echo Speech

Musical Glasses

Bounce the Ball

Pegboard Fun

OCULAR-MOTOR COORDINATION (Continued)

Objectivities:

The child will be able to visually track and intercept within the hands an object projecting through space at a rate of speed.

Activities:

Catch the Ball

Throwing: Distance throws, stacked objects, wastebasket throw, empty box throw fixed targets, hanging targets.

Weeks 9 and 10

VISUAL SEQUENCE

Objectives:

Child is able to reproduce bead patterns correctly.

Child is able to place pictures in proper sequence.

Child is able to classify pictures in proper categories.

Child is able to select combinations of letters that are the same as a sample word.

Activities:

Bead Pattern

Telling a Story

Circle the Word

Magnetic boards and Letters

Alphabet card games

AUDITORY SEQUENCE (continued)

Objectives:

Child is able to duplicate rhythmic pattern.

Child is able to repeat series of words,numbers and letters.

Child is able to recall story in logical order

Activities:

Farm and Zoo Game

Talking Puppet

Sentence Game in Story Form

Repetition of Digits

Fingerplays

Alphabet sequence

Listen and Do

What Happened next

What Happens First

Picture Stories

FINE MOTOR COORDINATION

Objectives:

The child will touch in order, from the first to the little finger, each finger to his thumb.

The child is able to identify objects, forms, materials and substances, differentiate weights and discriminate temperatures with both the right and left hands.

Activities:

Tactile Discrimination

Tactile Matching

Finger-Hand Dexterity

Eye-Hand Tracking

The ability to Perceive Shapes

Serial Memory Ability

Another goal of this author was to keep the parents informed concerning the program's activities and their childs progress in this program. It was also a goal to give the parents an opportunity to express their feelings concerning the program and it's effect on their child. These goals were realized in various ways, with parent conferences being the used the most. Because each of the children had to be picked up by their parents after the program this made informal conferences very accesable. The parents also received packets every two weeks giving them ideas for acticities they could do with their child at home to reinforce what we were doing in the extended day class. At the end of the ten week session the parents were given a survey (Appendix C) allowing them to indicate their feelings concerning the value of the extended day program.

Chapter IV

RESULTS

It was projected by this researcher that after the implementation of the kindergarten extended day program, the students involved would increase performance scores in the auditory, visual and motor development areas. These improvements would be evidenced by the difference in their pre and post test scores on the Metropolitan Readiness Test Level 2.

It was also projected that a survey of parents at the end of the implementation period would determine the impact of the program in the areas of communication to parents, and interest and achievement for students. Success would be evidenced by the parents responses on the survey.

Table 1 contains the pre-reading composite results of the Metropolitan Readiness Test Level 2. Six students were targeted to participate in this program. All but one were able to take part to the full extent. There will be no pretest, posttest, or parent survey for this student.

Each of the skill areas tested on the MRT contains 18-29 items. Stanines were felt to be the

most appropriate type of interpretive score for the skill areas because stanines divide the scores into 9 groups and thus tend to avoid overemphasizing small differences in scores. Stanines of 1-3 are considered low, 4-6 are considered average, and 7-9 are considered high.

The average gain was 3 stanine points. This is exactly what the researcher had predicted the outcome to be.

Table 1

Summary of the total pre-reading composite stanine scores for the Metropolitan Readiness Test Level 2

Students	Pretest	Posttest	Difference
1	2	3	+1
2	2	6	+4
3	2	6	+4
4	3	7	+4
5	3	7	+4
Mean	2.4	5.8	+3.4

It may be noted that student number 1 is the only one not to have gained 3 points on the stanine scores. This student's attendance at the program was infrequent. As a result, his attendance was less than the 90 percent rate used to predict success in the extended day program.

This researcher was interested in breaking down the scores into auditory skill area and visual skill area in order to determine where the strengths and weaknesses were to be found. These results can be found in tables 2 and 3.

Table 2

Summary of the total auditory skill area stanine scores

Student	Pretest	Posttest	Difference
1	2	5	+3
2	2	4	+2
3	2	4	+2
4	3	6	+3
5	4	9	+5
Mean	2.6	5.6	+3.0

Table 3

Summary of the total visual skill area stanine scores

Students	Pretest	Posttest	Difference
1	2	2	0
2	1	7	+6
3	3	8	+5
4	3	6	+3
5	3	6	+3
Mean	2.4	5.8	+3.4

It should be noted that all the targeted students performed in the low range, with a 1-3 stanine on the pretest, except student number 5 who scored a 4 in the auditory skill section of the MRT. This student's gain on the posttest was a +5 which was very significant.

All students reach average or high range scores on the posttest, with the exception of student number 1. This student's score only achieved average range in the auditory skill area, where the student realized a +3 gain in stanine score.

At the end of the practicum implementation period, a parent survey (see Table 4) was sent home with the five students in the target group. All of the surveys sent home were completed and returned.

Table 4

Results of the Parent Survey

Very much (A) Somewhat (B) Not at all (C)

Statements	A	B	C
1. Child enjoyed the sessions.	4	1	0
2. Child talked about the sessions.	4	1	0
3. Child's self-esteem improved.	2	3	0
4. Child is more eager to participate in academic activities.	2	3	0
5. You were able to use the packets that were sent home with your child.	1	4	0
6. You have seen overall improvement in your child.	4	1	0
7. You were satisfied with the communication between the extended day class and home.	5	0	0

It was this author's prediction that eighty percent of the parents involved would be satisfied with the communication during the implementation of this program. The results of this survey indicate that all parents involved were pleased with the communication between the extended day program and home. Most parents were pleased with the overall improvement seen in their child, yet only two parents felt that their child's self esteem had improved. This researcher was surprised to find that only one set of parents used the packets that were sent home for them to work on with their child. The other indications on the survey were within the expectations of this researcher.

CHAPTER V

Recommendations

This practicum program has proven that the additional time given students through an extended day program, in a small group setting, does have a positive effect on those students involved. The use of an extended day program also forces the issue of parent involvement because of the transportation needs of the students.

The author of this practicum has been asked to implement this program in the next school year for at least one 10 week period. If more money is available from the K-3 program funds it may possibly be implemented for an additional group for another 10 week period.

All implementation procedures for this program will be forwarded to the K-3 Coordinator. If it is reviewed and accepted it may be implemented at other schools in the author's district.

This program may also be modified to work in a summer school setting designed to remediate the developmental delays of incoming kindergarten students. It is the hope of this author to offer a summer school program,following this school year,

at the site where the author is teaching. This would assist in identifying those students who will require extra help during the regular school year. It may also help in eliminating the problems before the school year begins.

The author will also submit a copy of this practicum to the neighboring school district where the PESF Program is being used. It is this authors intent to make this program available to other districts who are looking for an economical way to remediate the developmental delays in at-risk kindergarten students.

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APPENDICES

APPENDIX A

Teacher Observation Form

___ How does the child hold his pencil and in what manner does he draw and write?

___ How can the child copy and trace?

___ What technique does the child use to form numeral and letters?

___ Is a consistent pattern of reversals evidenced?

___ How well does the child organize materials for play and work?

___ How well can the child move about the room without bumping into or tripping over objects?

___ How well can the child identify and separate foreground objects from the background?

___ To what degree can the child discriminate among sizes, shapes, and colors?

___ How well can the child accomplish a task that requires a certain sequence of activities?

___ Do objects in space seem confusing to the child?

Appendix B

March 15,1991

Dear Mr. and Mrs.

I appreciate the interest you are showing in the extended day program I am offering. The program will begin on Tuesday, March 26, 1991 from 3:00 P.M. until 4:00 P.M. It will continue to meet exery Tuesday and Thursday until May 29,1991.

Please have your child report to my classroom ath 3:00 each Tuesday and Thursday. The children will be ready to be picked up at 4:00 P.M. If any other teachers are involved, Please make them aware of your child's schedule on these days.

Thank you,

Appendix C

Parent Evaluation for the Kindergarten Extended Day Program

Please indicate to what degree the extended day program has helped your child: (A) very much, (B) somewhat, (C) not at all.

_____ Child enjoyed the sessions.

_____Child talked about the sessions.

_____Child's self-esteem improved.

_____Child is more eager to participate in academic activities.

_____You were able to use the packets that were sent home to work with your child.

_____You have seen overall improvement in your child.

_____were you satisfied with the communication between the extended day class and home.

How can this program be improved?

Other comments: